

Professional Project Proposal Evaluation Form

For Faculty Use

Aspects of Evaluation	Deficient	Somewhat Deficient	Acceptable	Good	Very good
1. Knowledge of field of study	<ul style="list-style-type: none"> Insufficient knowledge of literature relevant to area of research 	<ul style="list-style-type: none"> Familiar with and/or has cited some key literature, but clearly needs to read more 	<ul style="list-style-type: none"> Familiar with and/or has cited most key literature relevant to area of research 	<ul style="list-style-type: none"> Demonstrates a thorough review of the key literature relevant to area of research 	<ul style="list-style-type: none"> Demonstrates a thorough review of key literature relevant to area of research. Demonstration of awareness of literature beyond immediate area of study.
2. Gaps in the field of study	<ul style="list-style-type: none"> Not mentioned 	<ul style="list-style-type: none"> Mentioned using general and vague terms 	<ul style="list-style-type: none"> Identified, described in specific terms 	<ul style="list-style-type: none"> Identified, described and provide key literature supporting the identification 	<ul style="list-style-type: none"> Types of gap identified and supported with literature Gaps clearly explained (e.g., inadequacy in theory, evidence, and/or methodology).
3. Need for the proposed research	<ul style="list-style-type: none"> Not mentioned No policy or planning relevance 	<ul style="list-style-type: none"> Mentioned using general and vague terms General or vague policy/planning relevance 	<ul style="list-style-type: none"> Identified, described in specific terms for planning/policy relevance 	<ul style="list-style-type: none"> Identified, described and Provide key literature supporting the identification of planning/policy relevance 	<ul style="list-style-type: none"> Described in specific terms. Explained using both intellectual terms and practical reasons (e.g., policy and planning relevant)
4. Research questions or objectives	<ul style="list-style-type: none"> Not mentioned 	<ul style="list-style-type: none"> Mentioned using broad terms (e.g., mostly conceptual) 	<ul style="list-style-type: none"> Identified, described in specific terms. 	<ul style="list-style-type: none"> Clearly described; Questions allowing the researcher to take an arguable position, with low level of ambiguity 	<ul style="list-style-type: none"> Clearly described; Can lead the researcher to take a clear stand on identifying the answers, Helps define elements in analysis.
5. Contribution to field of study	<ul style="list-style-type: none"> Difficult to find originality. Proposal is more aligned with an undergrad project 	<ul style="list-style-type: none"> Difficult to find originality or a low level of planning relevance 	<ul style="list-style-type: none"> Demonstrates some originality Some limited contributions to planning practices 	<ul style="list-style-type: none"> Original and creative At least one important contribution to planning practices 	<ul style="list-style-type: none"> Original and creative Several important contributions for a master's project and to planning practices

6. Methodology					
<ul style="list-style-type: none"> Type of research (overall research design) 	<ul style="list-style-type: none"> Methods as described are too vague or inadequate in meeting research objectives Unaware of suitable methods 	<ul style="list-style-type: none"> Methods as described may be adequate Vaguely aware of suitable methods 	<ul style="list-style-type: none"> Described and justification of the choice provided Demonstrate awareness of suitable methods 	<ul style="list-style-type: none"> Described and justification provided; Be able to use literature to support the choice; Demonstrate training or experience in carrying out the proposed method 	<ul style="list-style-type: none"> Described and justification provided; Provide comparison of the proposed methods with the methodology used in literature; Conducted preliminary study demonstrating suitability of methods
<ul style="list-style-type: none"> Data to be used 	<ul style="list-style-type: none"> Data to be used or collected are vaguely described Unaware of suitable data collection methods or suitable data to use 	<ul style="list-style-type: none"> Data as described may be adequate Vaguely aware of suitable methods to collect data or uses existing data 	<ul style="list-style-type: none"> Choice of data described and justification provided Demonstrate awareness of suitable resources 	<ul style="list-style-type: none"> Described and justification provided; be able to use literature to support the choice. 	<ul style="list-style-type: none"> Described and justification provided; Provide comparison of the proposed data and measurements with the data/measurements used in literature; Preliminary study Conducted demonstrating suitability of methods.
<ul style="list-style-type: none"> Analysis plan or strategy 	<ul style="list-style-type: none"> Analytical methods to be used are vaguely described Unaware of suitable analytical approaches and methods 	<ul style="list-style-type: none"> Analytical methods as described may be adequate Vaguely aware of suitable analytical methods 	<ul style="list-style-type: none"> Choice of analytical methods described and justification provided Demonstrate awareness of suitable methods 	<ul style="list-style-type: none"> Described and provided justification; Be able to use literature and theory to support the choice. Demonstrate training or experience in carrying out the proposed analytical methods 	<ul style="list-style-type: none"> Comparison provided of the proposed method with the methodology used in literature; Be able to use theory to guide analysis; Conducted preliminary study demonstrating suitability of methods (or methods are realistic)
7. Proposal quality					
	<ul style="list-style-type: none"> Unorganized Lack of flow in logic Unable to answer many questions writing of poor quality 	<ul style="list-style-type: none"> Proposal requires some reorganization Some rambling, too much space spent on less important aspects Distracting typos and errors 	<ul style="list-style-type: none"> Clear writing address competently most questions at the proposal stage 	<ul style="list-style-type: none"> Professional presentation Most questions knowledgeably addressed Demonstration of command of materials 	<ul style="list-style-type: none"> Well organized and professional; Most research design-related issues addressed knowledgeably; Shows confidence and strong knowledge of materials

Student's name _____

Faculty signature _____

8. Proposal (Design) readiness	<ul style="list-style-type: none">• Many important aspects of the project are unclear• Not ready to begin the research	<ul style="list-style-type: none">• Deficient in many areas but shows potential• Proposed research may be difficult to implement	<ul style="list-style-type: none">• Proposal is clear• Student has the required skill carry out the research	<ul style="list-style-type: none">• Proposal is of high quality• Student has the require skill to complete the research and has the potential to generate publishable results	<ul style="list-style-type: none">• Proposal is of very high quality• Research is already in process• Without doubt student will successfully complete the research and generate publishable results with impacts on the field of study
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